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ABSTRACT

News concerning developments affecting women at colleges and universities is presented. Among the issues are the following: a court case involving West Texas State University and six female students in which it was held that athletics was not covered by Title IX because it does not receive federal funding; a court case involving Temple University and eight female athletes in which Title IX was found to cover athletics; a court case that considered whether Title IX bars intentional sex discrimination; a "Washington Post" estimate that two percent of students face faculty bribes or threats for sexual activity, and that 20 percent are subject to sexual harassment in general; findings from two sexual harassment studies conducted through the sociology department of East Carolina University, North Carolina; results of a survey to determine the percentage of women faculty in 43 Ph.D.-granting art history departments in the United States; a finding that women medical students are increasing but that those teaching them are still mainly men; a report on women in the legal profession; an updated bibliography on two-career families; a guide for postsecondary institutions on how to insure that women students, including minority and handicapped women, receive fair treatment in the process of competing for awards and prizes in the academic community; a network concerned with minority women in science; a newsletter pertaining to black women's educational research and policy concerns; information on nontraditional careers for women; a guide to help institutions evaluate sex equity on their campuses; women's studies programs; awards and grants; and resources. (SW)

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PROJECT ON THE STATUS AND EDUCATION OF WOMEN

ON CAMPUS WITH WOMEN - Number 32 - Fall 1981

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Project on the Status and Education of WOMEN

ON CAMPUS WITH WOMEN

Number 32 • Fall 1981

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IN THE COURTS

Athletics Covered by Title IX? No and Yes

On the One Hand . . .

Six female students at WEST TEXAS STATE UNIVERSITY, who participated in the university's intercollegiate athletics program, had charged the university under Title IX with maintaining various policies and practices which discriminate against women on the basis of sex, and which deny women equal opportunity in the intercollegiate athletics program. (Title IX prohibits sex discrimination in federally assisted education programs and activities.)

The District Court judge ruled in favor of the university, stating that, since the program does not receive federal financial assistance, it is therefore not covered by Title IX (*Bennett, et al.* v. *West Texas State University, et al.*, 7/27/81).

The students contended that the athletic programs benefit from federal assistance because students receive veteran's benefits, Basic Educational Opportunity Grants, federal work-study program benefits and other federal financial aid, and that the university receives federal aid for building dormitories and dining halls which particularly benefit athletes. They claimed the athletic programs of the university are directly benefitted by federal financial assistance because federal funding of other programs frees up money which is then available for other activities such as athletics.

The decision is similar to that of the Ann Arbor (MI) case [*Othen v. Ann Arbor School Board*, 507 F. Supp. 1376 (ED, Mich. 1981)], and marks the second instance in which a judge has ruled that athletics was not covered by Title IX because it does not receive federal funding. The ruling only applies to the Northern District of Texas.

On the Other Hand . . .

In contrast, a federal judge in Pennsylvania rejected TEMPLE UNIVERSITY's claim that athletics is not covered by Title IX (*Haffer* v. *Temple University*, 10/13/81).

Eight female athletes had charged in a class action suit that Temple discriminated against females participating in intercollegiate athletics by providing less scholarships, equipment, facilities, recruitment and financial support. A 1978 faculty senate report had found that without counting money allocated to the school's football program, the budget for men's sports was more than 3½ times the women's budget.

The District Court judge stated that Temple's athletic department benefits directly and indirectly from other federal aid, such as federal loans and grants. For example, a federally aided radio station assists the team, and athletes live in dormitories built with federal funds. The Court rejected the reasoning used in the Ann Arbor (MI) case, saying that the legislative history of Title IX clearly proves Congress intended broad coverage.

Court Rules That Title IX Bars Intentional Discrimination Only

In order to establish a Title IX violation, sex discrimination suits must prove schools to be exercising intentional discrimination, and not simply disparate impact, whereby the school's policies affect women differently than they do men. (Title IX prohibits sex discrimination in federally assisted education programs and activities.) The Seventh U.S. Circuit Court of Appeals [*Cannon* v. *University of Chicago*, 441 U.S. 677, 47 LW 4549 (1980)] took the position that Title IX was patterned after Title VI of the Civil Rights Act of 1964, which bars discrimination on the basis of race and national origin in federally assisted programs, and that recent Supreme Court decisions indicated that a majority of its members believed that Title VI "requires an intentional discriminatory act and . . . disparate impact alone is not sufficient to establish a violation."

The decision stemmed from a lawsuit filed by Geraldine Cannon alleging that her rejection from two medical schools was based on policies which discouraged application from people over the age of 30, and which had a disparate impact on women since they are more likely to attend school at a later age. Two years earlier Cannon had won a landmark battle, establishing the private right to sue under Title IX. However, her subsequent claim was dismissed on the grounds that she could not prove that the age policies of the two schools were intended to discriminate against women. Cannon has asked the appeals court to clarify its ruling as to whether it would dismiss disparate impact evidence altogether. If so, the case will be appealed to the Supreme Court.

The Justice Department stated in an amicus brief that the intent-to-discriminate standard would severely hamper Title IX enforcement. Until other district or circuit courts rule likewise, however, the ruling applies only to courts under the Seventh Circuit's jurisdiction. Nonetheless, attorneys in both government and private practice predict a wave of similar arguments by schools eager to have sex bias charges dismissed.

Women Only Not Allowed in Mississippi

The refusal of MISSISSIPPI UNIVERSITY FOR WOMEN (MUW) to admit a male applicant into its nursing school is in violation of

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the Constitution, according to a ruling by the Fifth U.S. Circuit Court of Appeals (*Hogan v. Mississippi Univ. for Women*, EC80-169-LS-P). Mississippi is one of the two public colleges in the United States which still limits its enrollment to women. The male applicant argued that attending one of the two state coeducational schools which also offered nursing degrees would place too great a burden on him, since it would necessitate forfeiting his job and moving his family. The court ruled that in order for the school to pass constitutional muster, the state would have had to prove that maintaining a college for women only was substantially related to an important governmental objective—which it was unable to do. "It is not for this court to make a choice between creating an all-male institution comparable to MUW or desegregating it. We say only that the maintenance of MUW as the only state supported single sex collegiate institution in the state cannot be squared with the Constitution," wrote the Circuit Court judge.

In 1960, there were 12 public colleges for women only in the U.S. If the Fifth Circuit's ruling holds, TEXAS WOMEN'S UNIVERSITY will be the only all-female college remaining. However, Mississippi plans to appeal the case (see *Chronicle of Higher Education*, June 29, 1981, p.2). The present decision does not affect private single sex institutions.

On the One Hand . . .

College President, Trustees Seen as "Employers" in Bias Suit

Since both a college president and board of trustees are "employers" under Title VII of the Civil Rights Act of 1964, both are liable for discrimination complaints, according to a ruling by the U.S. District Court for the Northern District of Illinois. In the case of *Goodman v. Board of Trustees of Community College District* (10/20/80), discrimination charges were filed against both the president and the board of trustees under Title VII and the Age Discrimination in Employment Act of 1967, as amended. The court concluded that the college president was clearly an agent of the board and may thus be charged with sex and age bias, despite the fact that, under Illinois state law, sole responsibility for hiring personnel rests with the board of trustees. The ruling simply establishes the liability for discrimination of the president and the board; the court has yet to rule on the validity of the employee's charges.

On the Other Hand . . .

Court Rules Regents Immune from Discrimination Charges

In contrast, the U.S. District Court for the Eastern District of California has ruled that the board of regents of a state university may claim sovereign immunity under the Eleventh Amendment as a defense against charges of race and sex bias (*Vaughn et al. v. Regents of the University of California*, 1/16/81). The ruling essentially maintains that the state, rather than the regents, is the principal party of interest in the discrimination complaint.

Update on William and Mary Sex Bias Case

On August 7, 1980, a federal district court jury awarded $71,200 to a former part-time basketball coach who had sued THE COLLEGE OF WILLIAM AND MARY (VA) charging age discrimination and salary inequities based on sex. The District Court then overturned the jury's verdict in favor of the College. The Fourth Circuit upheld the lower court's decision that the jury verdict was improper and that the evidence was not sufficient to support a verdict. (See *On Campus With Women*, No. 29, Winter 1981, p.6.)

Class Action Suit Filed against University of California

Three academic women (two geographers and an anthropologist) have filed a class action suit against the UNIVERSITY OF CALIFORNIA for employment discrimination. Because UC is the largest university system in the country, and the recipient of the largest amount of federal research and development funds, the case may have national significance. Of the regular tenure-track faculty, 89.9 percent are male, while of the tenured faculty, 92.5 percent are male. For additional information, write the Center for Women Scholars, 300 Broadway, Suite 23, San Francisco, CA 94133.

Office for Civil Rights Employees Charge Feds with Discrimination

To settle a sex and race bias suit filed by two civil rights investigators against their own employer, the former U.S. Department of Health, Education and Welfare (HEW), the federal government will pay out $3.5 million. (In 1980, HEW split into two agencies: the Department of Health and Human Services and the Department of Education.) The class action suit, filed on behalf of some 4,000 black and women HEW employees, was against the Dallas regional HEW office, including the Dallas Office for Civil Rights, which enforces Title IX and other civil rights laws in five states. "I saw the same problems in OCR that I saw in higher ed.", stated one of the plaintiffs. The $3.5 million will form a back pay fund to be distributed among eligible black and female former employees of Dallas HEW.

Court Decides That Non-Supervisors Cannot Be Held Liable for Sexual Harassment

A federal court in New Jersey has ruled that a non-supervisory employee cannot be held liable for Title VII sexual harassment charges even though the employer may still be liable for the behavior of the employee. The complaint named an employer and four employees, three of whom were supervisory and one, a co-worker without authority. The charge was filed under Title VII which prohibits any "employer" from discriminating on the basis of sex. The statute defines "employer" as "a person engaged in an industry affecting commerce who has 15 or more employees . . . and any agent of such a person." The ruling (*Kyriazi v. Western Electric Co.*) does not apply to cases involving harassment of students, which is covered under a separate law, Title IX.

SEXUAL HARASSMENT

Washington Post Estimates 2 Percent of Students Face Faculty Bribes or Threats for Sexual Activity

In an extensive article on sexual harassment of students by professors, *The Washington Post* estimated approximately 110,000 female students, or 2 percent, receive bribes or threats for sexual activity. The estimate was based on several studies as well as interviews with administrators handling complaints. (Estimates of sexual harassment in general, which would include other behavior as well—such as fondling, kissing, ogling, leering and sexual remarks—are usually estimated to be about 20 percent).

Copies of the article are available at $1.85 by purchasing that day's issue of the *Post*—September 6, 1981. (The article appeared on page C-1.) Write *The Washington Post*, 1150 15th St., NW, Washington, DC 20071 and allow 2-4 weeks for delivery.

California Professor Suspended for Sexual Harassment

Charged with sexually assaulting two students and making

sexually suggestive remarks to two others, an associate professor of counseling at SAN FRANCISCO STATE UNIVERSITY (CA) was found guilty of sexual harassment and suspended without pay for the fall semester. A faculty member for eleven years, the professor will also have a letter of reprimand placed in his personnel file for "unprofessional conduct."

Football Coach Convicted in Sexual Assault

An assistant football coach at WILLIAM PATERSON COLLEGE (NJ), convicted of kidnapping and sexually assaulting a 25-year-old student, resigned following his conviction by a New Jersey jury. The 34-year-old employee was charged with abducting the student from the campus last December, driving her to a secluded area where he forced her to perform a sexual act, and then slashed her with a knife.

Canadian Professor's Dismissal Upheld in Sexual Harassment Case

A three-member arbitration board at ACADIA UNIVERSITY, Nova Scotia, Canada, unanimously upheld the dismissal of a professor of physical education charged with sexually harassing female students. The harassment involved both physical advances and late night telephone calls in which the professor asked the students for dates or invited them to engage in sexual activity. The professor has taken his case to court in an effort to overturn the board's decision.

Women Reinstated after Firing Based on Sexual Harassment Complaint

Two women, fired in March, 1980 by the UNIVERSITY OF CALIFORNIA AT BERKELEY after claiming they were victims of sexual harassment, have been re-instated by an arbitrator. The two clerical workers had complained that an unidentified male supervisor had sexually propositioned them, exposed himself and made lewd remarks.

Report on Two Sexual Harassment Studies

Sexual Harassment in the University reports on two sexual harassment studies conducted through the Sociology department of EAST CAROLINA UNIVERSITY (NC). In the first study, 77 female undergraduates were interviewed; 7.8 percent of the respondents answered "yes" to the question of whether a male instructor had ever touched, patted, or pinched them to the point where they were uncomfortable. The feelings described generally were of discomfort and/or embarrassment rather than of anger, with none of the respondents feeling flattered, or feeling that they had encouraged the action in any way. Responses to the unwanted touching took the form of either "joking" about it or walking away, actions which were expected to signal the instructor to stop. While such responses could have been expected to be effective in a normal male-female interaction, 60 percent of the students interviewed reported that the unwanted touching continued. Of those surveyed, 2.6 percent responded affirmatively to the question, "Have you ever had a male instructor suggest or demand that you engage in sexual relations with him in exchange for a higher grade or a letter of recommendation?"

The second study, conducted through questionnaires distributed in 29 undergraduate classes, showed results consistent with those of the first study. Of the 226 female students completing the questionnaire, 0.9 percent reported having been physically assaulted by a male teacher, 2.2 percent reported overt demands for sexual activity from male teachers, and 4.9 percent reported subtle pressure for sexual activity by male teachers. Almost one in eleven (8.9 percent) of the women reported that male teachers had "touched, patted or pinched" them in an offensive manner. Approximately one out of seven women (13.8 percent) reported being offended by male teachers' remarks about her clothing, body or sexual activities, and almost one in six (15.4 percent) had been offended by a professor "leering at or ogling" her body. Over one in five (20.2 percent) reported verbal harassment from male teachers.

Free copies of the report are available from the authors: Linda A. Kraus, Graduate Assistant, and Kenneth R. Wilson, Ph.D., Assistant Professor, Department of Sociology, East Carolina University, Greenville, NC 27834.

University of Wisconsin Regents Adopt Sexual Harassment Guidelines and Implementation Guidelines

The Sexual Harassment Policy Statement and Implementation Guidelines adopted in May 1981 by the UNIVERSITY OF WISCONSIN SYSTEM's Board of Regents contain a broad definition of what constitutes sexual harassment and an outline of steps through which institutions in the system may begin to eliminate such conduct. (See Spring 1981 OCWW #30, p. 8.) The guidelines direct each institution within the Wisconsin system to develop an educational program which will inform employees and students of the nature of sexual harassment, increase their sensitivity, and publicize procedures, sanctions and remedies available. Institutions are further directed to establish disciplinary processes which include: 1) a definition of the forms of sexual harassment which will be grounds for disciplinary action; 2) formal hearing procedures, in accordance with due process; and 3) procedures which allow for resolution by mutual consent. "In developing these definitions and procedures," the guidelines warn, "institutions should be mindful of First Amendment rights and academic freedom, particularly as they relate to sexual harassment in the instructional setting." The institutions must report to the Board on their educational efforts, definitions, and procedures by February 1982. Copies of the statement and guidelines are available free from: the Office of Women, University of Wisconsin System, 1802 Van Hise Hall, 1220 Linden Dr., Madison, WI 53706.

Special Training Programs to Combat Sexual Harassment

A landmark project to develop training programs assisting public workers at the managerial, supervisory, advocate and employee levels in addressing sexual harassment in New York State agencies has been initiated by the Center for Women in Government at the STATE UNIVERSITY OF NEW YORK AT ALBANY. Grants totalling $59,000 have been provided by the State/CSEA (Civil Service Employees Association) Labor-Management Committee on the Work Environment and Productivity; the State/PEF (Public Employees Federation) Labor-Management Committee on Professional Development and Quality of Working Life; and the State/Council 82 (American Federation of State, County and Municipal Employees, AFL-CIO) Committee on Continuity of Employment, Performance Evaluation, Productivity and Quality of Working Life. The project will serve as a model for other states, as well as for joint labor-management cooperative action. For further information, contact the Center for Women in Government, SUNY-Albany, Draper Hall, Room 302, 1400 Washington Ave., Albany, NY 12222.

Preventive and Remedial Measures: Monograph on Sexual Harassment

Sexual Harassment: An Employment Issue discusses legal implications of sexual harassment for universities and colleges, and describes preventive measures including policy statements, grievance procedures, sanctions, recordkeeping and reporting,

training programs, and procedures. Sample student grievance procedures, case studies, bibliography and a listing of sexual harassment cases are also included. The 72-page monograph, published by the College and University Personnel Association (CUPA), costs $9 for members, $12 for non-members from CUPA, 11 Dupont Circle, Suite 120, Washington, DC 20036.

Trainer's Manual on Sexual Harassment

To introduce those in positions of responsibility to the nature and seriousness of the problem of sexual harassment in the federal workforce, the U.S. Office of Personnel Management has developed the *Workshop on Sexual Harassment/Trainer's Manual*. Emphasizing the critical role of awareness in preventing sexual harassment, the workshop outlines objectives for participants:

- to know that federal policy clearly defines sexual harassment as a prohibited personnel practice and a violation of merit system principals;
- to be aware of differing perceptions of sexually harassing behavior;
- to understand the impact of sexual harassment on employee morale and productivity; and
- to know the course of action to be taken if sexual harassment is experienced or observed.

Although aimed at federal employees, the manual may be of help to others planning workshops in this area. Copies of the manual and accompanying handout materials are available from: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 at $4.25 each (GPO Stock #008-000-01183-7).

[redacted]

State of the Art (History Departments): Still Low in Percentage of Women Faculty

Despite the fact that, from 1973 to 1979, the number of women on full-time faculties of American Ph.D.-granting art history departments rose 47 percent, women still held only 26 percent of the full-time positions and 10 percent of the full professorships in 1979. The percentage of women in tenured positions increased from 11 percent in 1973 to 17 percent in 1979—a one percent gain per year. Of doctoral degrees granted in these departments, the percentage rose from 27 percent in 1960-65 to 66 percent in 1978-79.

The statistics emerged in a survey of 43 Ph.D.-granting art history departments in the U.S. conducted by the College Art Association Committee on the Status of Women. Although women have made up over a quarter of Americans holding doctoral degrees in art history since the 1960's, there are fewer women at the professorial level than would be expected had they been promoted at the same rate as their male colleagues. Women's status increased in only about half of the departments surveyed, with ten departments showing a decrease in percentage of full-time female faculty members in 1979 in comparison to earlier years; four departments showed no change, and six others showed irregular fluctuations between the years 1970 and 1979. The survey was reported in the April 1981 issue of the College Art Association newsletter, free copies of which may be obtained by writing Rose R. Weil, Exec. Secretary, College Art Association of America, 16 East 52nd St., New York, NY 10022.

American Historical Association Offers Guidelines

The Executive Director of the American Historical Association (AHA) recently sent *Guidelines on Hiring Women Historians in Academia* to the chairs of History departments all across the country. The guidelines were designed to provide useful information by which history departments could measure their progress in providing equity for women historians. Included in the guidelines are data on women in the field, such as:

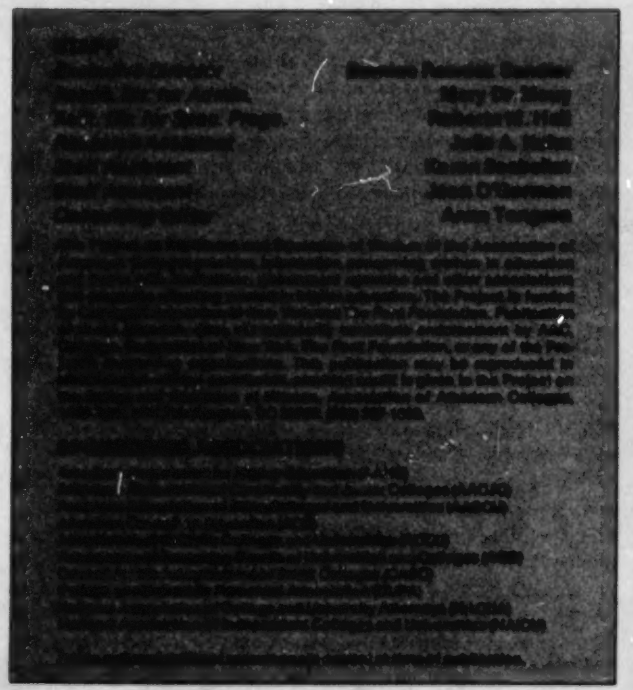
- 90 percent of the women who received doctorates in history in 1979 sought full-time employment as did 90 percent of the men;
- Of the 2,500 women Ph.D.'s in History in the U.S., close to 19 percent were working part-time, compared to only 5 percent of the 14,200 male History Ph.D.'s; and
- Close to half of the women historians working part-time were actively seeking full-time employment.

The guidelines may serve as a model for other professional organizations considering similar tools. Copies of the guidelines are available free from: AHA, 400 A St., SE, Washington, DC 20003.

Women Medical Students on the Rise, but Those Teaching Them are Still Mainly Men

The past decade has seen a dramatic increase in female medical school graduates, from one in ten in 1979 to one in four in 1980. A much less marked rise can be noted over the same time period in the number of female full-time medical school faculty members, the number of women with full professorships in medical schools or administrative posts such as that of department chairman.

A study by Judith Braslow and Marilyn Hines reported in the May 7, 1981 issue of the *New England Journal of Medicine* attributes the increased participation of women in medical schools partially to federal anti-discrimination legislation, including the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972. It also notes that the proportion of female full-time faculty members has not changed since 1975, and that, between 1968



and 1978, the number of these positions held by women increased by less than two percent—from 13.3 percent in 1968 to 15 percent ten years later. No meaningful increase has been seen in the number of women in the senior professorial ranks. Women make up only two percent of the chairmen, 17 percent of assistant deans and seven percent of associate deans in medical schools; not one medical school is headed by a woman dean. The researchers further point out that, despite the fact that close to 25 percent of the graduates of the nation's medical schools are now women, it will take over a generation before women make up 25 percent of the physician population.

Verdict on Women in Law: Progress, But Still a Long Way To Go

A recent report on women in the legal profession points out that by the end of the 1970's, one of every three law students was a woman, a dramatic increase from the one in nine at the beginning of the decade. This 460 percent rise in law students overall, indicates not only the swift rate at which women are entering law school, but also that the number of male law students is on the decline.

The percentage of women lawyers has increased from 6.6 of all lawyers in 1975 to 11 percent in 1979. Nevertheless, although women tend to be interviewed by more legal employers than do men, a smaller percentage of women law graduates find law-related employment than men do. If present trends continue, by 1990 women will make up half of all law students, and by the year 2000, one-third of all lawyers.

In 1979, women were 5 percent of the full professors, and 11 percent of all tenure-track law teachers, up from 2 percent in 1970. Nearly one-fifth of law schools had only one tenure-track woman.

The report, *Women in the Legal Profession: A Progress Report*, by Donna Fossum, appeared in the May 1981 issue of the *American Bar Association Journal*.

Not All Fun and Games: Simulation Dramatizes Obstacles to Women in Academe

The Academic Game, a research-based simulation depicting the social and structural obstacles to women's advancement in higher education, has been used in numerous sex equity workshops at colleges and universities, women's meetings, and counseling seminars. Designed for 12 to 23 players, the role-playing game emphasizes the barriers to women in the academic system, and also highlights the general effects of competitive reward systems on the behavior of role players. Such staples of academia as the Promotion and Tenure Committee and the "publish or perish" doctrine give players additional opportunities to "score." Developed by the Division on Psychology of Women of the American Sociological Association, the game is also relevant for other settings such as business and industry, government agencies, health professions, and public schools. It is available from the Institute of Higher Education Research and Services, University of Alabama, P.O. Box 6293, University, AL 35486. For additional information on its use, contact Mary E. Bredemeir, School of Professional Studies, Montclair State College, Upper Montclair, NJ 07043.

Strategies for Ending Sex Discrimination

Sex Discrimination in Higher Education: Strategies for Equality is a book which resulted from a conference on creative approaches to ending sex discrimination in higher education held at CORNELL UNIVERSITY (NY) in November 1980. Included are articles on litigation, mentoring, grievances, progress reports from participating institutions, and an article by Bernice R. Sandler, the Director of PSEW, on strategies for eliminating sex discrimination. Copies are available at $7.50 from ILR Publications, New York State School of Industrial and Labor Relations, Cornell University, Ithaca, NY 14853.

Now Men are Doing It Too, Or—Ah, Fatherhood!

Basing their action on the assumption that child-rearing should be a shared responsibility, The Ford Foundation recently modified its policy on parental leave, allowing fathers up to eight weeks of paid leave to spend time with newborn or adopted children. Although such practices are common in Sweden and Norway, Ford officials see them as a "first" here. For further information, contact The Ford Foundation, 320 E. 43rd St., New York, NY 10017.

Call for Information: WOMEN WINNERS PROJECT

The Project on the Status and Education of Women is developing a guide for postsecondary institutions on how to insure that women students, including minority and handicapped women, receive fair treatment in the process of competing for awards and prizes in the academic community. A recent Project paper discussed ways in which institutions can use awards and prizes to recognize programs that promote equity for women in academe. This project will examine the procedures used in general awards programs to determine how women students and faculty can be included in each step of the awards process. The project report will include pragmatic recommendations to help administrators ensure that the awards procedures at their institutions are equitable.

PSEW is seeking information about existing awards procedures, including outreach, criteria for eligibility, procedures for nominating candidates, and selection of judges. Information about awards programs, including how procedures may inadvertently make it more difficult for women to win awards; exemplary programs; etc., should be sent to Women Winners Project, PSEW, 1818 R St., NW, Washington, DC 20009. The Women Winners Project is funded by a small grant under the Women's Educational Equity Act.

Wife/Husband Faculty: Sharing the Line

Although still unusual, shared appointments are no longer the rarity they once were. Among the latest is that of Janet Clark and Cal Clark who joined the Political Science faculty this fall in a shared appointment at the UNIVERSITY OF WYOMING. Both left positions in Political Science at NEW MEXICO STATE UNIVERSITY, where she had been a tenured associate professor, while he taught in a non-tenure-leading position. At the University of Wyoming, they will share a line, with tenure and promotion to be determined separately. Such matters as college ability for sabbaticals will be judged on a separate basis. In departmental meetings, each will have a separate but full vote.

Updated Bibliography on Two-Career Families

The Career and Family Center of *Catalyst*, a national non-profit organization working to foster the full participation of women in corporate and professional life, has just published the first supplement to its *Two-Career Families: An Annotated Bibliography of Relevant Readings*. The 150-page update to this comprehensive collection of information about two-career family issues as they

affect women, men and their employers, contains 555 listings. The 425 listings of the original bibliography cover a range of topics, including alternative work management, marital satisfaction and attitudes toward marriage, family and work. The original and the update, which must be ordered as a set, are available at $18 from: the Catalyst Career and Family Center, 14 E. 60th St., New York, NY 10022.

MINORITY WOMEN

State Study Documents Restricted Job Opportunities for Women and Black Educators

No Room at the Top: The Limited Job Opportunities for Women and Black Educators, is a review of employment at the Alabama Department of Education and at technical, community and junior colleges. Among the findings it presents:

- In the State Dept. of Education, ⅔ of the white women, and ¾ of the black women earn $10,400 or less per year. As salaries increase, the proportion of women decreases.
- At colleges offering job training, women hold primarily secretarial jobs or training positions in subjects chosen mainly by female students.
- The few women in supervisory positions are in lower level administrative jobs.
- Racial and sexual stereotypes restrict both jobs and salaries for women and minority educators, by imposing limits on their careers and income, and denying to students the availability of models who might inspire them to break out of traditional roles.

Although only some of the data are given by race and by sex, the report may be helpful as a model for other state surveys. Conducted by the American Civil Liberties Union Vocational Education Monitoring Project for the Civil Liberties Union of Alabama, the 14-page report is available at $2.00 from the Civil Liberties Union of Alabama, P.O. Box 447, Montgomery, AL 36101.

Resources for Teaching the History of Black Women

Selected literature for teaching about black women, including recent books and articles as well as some older, but classic studies, is reviewed in *Teaching the History of Black Women: A Bibliographical Essay,* by Rosalyn Terborg-Penn. Topic areas include African heritage, slavery, free blacks, late nineteenth-century black thought, early twentieth-century black life, and post-World War II Afro-American life. The essay, which originally appeared in the February 1980 issue of *The History Teacher,* is reprinted in the Summer 1981 *Women's Studies Quarterly* (WSQ), Vol. 9 No. 2. Copies of the issue may be ordered at $3.50 from: WSQ, Box 334, Old Westbury, NY 11568.

Making Connections: Minority Women in Science

The over 200-member *National Network of Minority Women in Science* is a communication network which develops, coordinates, and implements projects with the aim of changing the patterns of non-participation and underrepresentation of minority women in science. Membership in the network is open to American Indian, Asian-American, Black, Mexican-American, and Puerto Rican women at all levels of training and employment in science and engineering occupations. To motivate minority women to pursue careers in science and to facilitate their greater access to the scientific community, the network supports the expansion of special programs which encourage and assist minority women and girls wishing to pursue careers in science; expanding financial support for science training and research opportunities for minority women students; and disseminating information to minority communities about scientific and health issues which affect them. Network members meet in conjunction with the Annual Meeting of the American Association for the Advancement of Science (AAAS). For further information, contact: Paula Quick Hall, Office of Opportunities in Science, AAAS, 1776 Massachusetts Ave., NW, Washington, DC 20036.

Network Newsletter for Black Women's Educational Policy and Research

The Black Women's Educational Policy and Research Network (BWEPRN) *Newsletter* was developed to create a network of women interested in black women's equity issues, to encourage research on the education of black women, and to inform readers of policies which arise in regard to black women's educational equity. The newsletter, which is published three times yearly, profiles black women researchers, highlights black women's organizations in education, reviews activities of the project such as seminars, the resource guide, etc., and solicits research articles on black women's education. Those interested in receiving the newsletter, which is free of charge, should send requests to be placed on the Network mailing list to BWEPRN, Wellesley College Center for Research on Women, Wellesley, MA 02181.

Special Organization for Black Women in Higher Education

An organization of black women professors and college administrators, *Black Women Academician—National,* aims at increasing the number of black women in educational administration, encouraging research and publication, and assisting black high school and college students through tutoring and career counseling and nontraditional fields. For more information, contact Gertrude C. Sanders, 861 Goldwire St., SW, Birmingham, AL 35211.

Support/Information Network on the History of Black Women

A nationwide support/information network in the field of the history of black women is being organized by Darlene Clark Hine of PURDUE UNIVERSITY (IN) and Gerda Lerner of the UNIVERSITY OF WISCONSIN. As a first step, they plan to survey interested students, teachers, and researchers. For further information, contact Hine at the Dept. of History, Purdue Univ., West Lafayette, IN 47907.

Minority Task Force Established

With the aim of improving the status of minority women in government, the Center for Women in Government at the STATE UNIVERSITY OF NEW YORK AT ALBANY, has created a Minority Task Force. Among the functions of the task force will be assisting the Center in identifying potential areas for research on the issues confronting minority women. For further information, contact The Center for Women in Government, SUNY at Albany, Draper Hall, Room 302, 1400 Washington Ave., Albany, NY 12222.

Collection of Readings on Minority Women

Women of Color Forum: A Collection of Readings contains essays and articles which form a general introduction to the different issues and concerns faced by women of color. The collection, based on papers submitted at a conference co-sponsored by the Equal Educational Opportunities Office and the Vocational

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NONTRADITIONAL CAREERS

The Project gratefully acknowledges the support of the INTERNATIONAL PAPER COMPANY FOUNDATION for making this section on "nontraditional careers" possible.

Mrs. McCormick and The Reaper: History May Have The Wrong Inventor

Some inventions credited to men were actually conceived by women, who did not have the legal right to own property or to control their earnings during the 19th century. UNIVERSITY OF MINNESOTA professor Fred Amram has been doing research on women inventors and he has found evidence that the McCormick reaper, patented to Cyrus, was actually invented by his wife, a seamstress. Another example was the invention of the clothes wringer. In 1888 Ellen Eglin, a black woman, sold her invention to an agent for $18 because she didn't believe "white ladies" would buy a wringer from a black woman. School children of the future may reply to the question "who invented the cotton gin?", *not* Eli Whitney, but "Catherine L. Greene." Recently Amram has begun to interview women inventors. He sometimes assigns students the task of inventing something, and said some of the best inventions have come from women students.

Factors in Women's Participation in Mathematics

Achievement and Participation of Women in Mathematics: An Overview, by Jane M. Armstrong, is a report of a two-year study sponsored by the National Institute of Education (DOEd). The study was designed to identify the major deterrents to women's full participation in mathematics and to distinguish the relative importance of the various deterring factors in order to guide future research and intervention efforts. Data for the study was based on a national survey of 1,452 13 year-olds and 1,788 high school seniors, and focused on achievement in mathematics, participation in mathematics, sex-role stereotyping, career and academic plans, attitudes toward mathematics, parental influence and the influence of significant other people in the student's life. Results indicated that, although 13 year-old girls begin their high school mathematics career with at least the same ability as do boys, by the twelfth grade, they trail behind. The 41-page report concludes with suggested strategies for increasing mathematics participation in school programs. (For a discussion on other recent findings on male/female differences in math ability, see *Commentary on Women in Math*, editorial in Winter 1981 *OCWW* #29.) The Armstrong report is available from the ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, VA 22210. Cost is $3.65 plus $1.47 UPS charges. Check or money order should be made payable to EDRS. *Order number is ED 184878.* Institutions with a deposit account with ERIC may use institutional purchase order.

Math Avoidance: Reducing Aids

Reducing math avoidance for women students through the training of faculty advisors is the subject of *Math, The Job Filter: The Stephens Experience*, a videotape developed at STEVENS COLLEGE (MO). Appropriate for public school math teachers and counselors and for their college counterparts, the tape is intended for teachers/counselors who are trying to do better math advising for their students. The tape describes the workshops done at Stephens College both for students and for faculty advisors, and include a typical advising session. The project was financed by a grant from the Fund for the Improvement of Postsecondary Education. Copies of the videotape are available for $35 per copy. For additional information, write to: Math, The Job Filter, Stephens College, Box 2025, Columbia, MO 65215.

Short guidelines for schools, developed by the National Council of Teachers of Mathematics (NCTM), help assess the extent of mathematics avoidance by girls and to promote the study of mathematics by girls as well as boys. Although written for teachers/educators in elementary-secondary institutions, the guidelines are equally applicable to those teaching math and other nontraditional areas in higher education. The four-page guidelines, as well as additional information on mathematics education are available from: NCTM, 1906 Association Dr., Reston, VA 22091.

Engineering, Anyone?

Options in Engineering: A Handbook for Entering Women Engineers, among its other offerings, gives resources for students at both the high school and college level, as well as for re-entry women, and lists programs in engineering at California Bay Area colleges and universities. The 38-page booklet, published by the Center for the Study, Education and Advancement of Women (CSEAW) of the UNIVERSITY OF CALIFORNIA AT BERKELEY, with partial funding through the *Preface* Program of the U.S. Department of Energy, may serve as a model for similar efforts in other nontraditional career fields. Single copies are available to individuals at no charge from CSEAW Women's Center, Building T-9, Room 112, University of California, Berkeley, CA 94720.

More and More Women in Engineering

Women are entering the engineering profession in increased numbers, according to a survey by the Engineering Manpower Commission of the American Association of Engineering Societies (AAES). Freshmen enrollment of women in engineering in 1980 increased 14.1 percent. In 1980, women comprised 13.4 percent of the engineering undergraduates, an increase of 9.2 percent over 1979. Highlights of the survey are presented in *Engineering Manpower Bulletin* No. 58, available at $8 from AAES Publications Dept., 345 E. 47th St., New York, NY 10017.

For every 6.8 working women engineers, colleges are graduating one new woman engineer, while for men the ratio is only 1:32. Of the total number of bachelors' degrees in engineering awarded in 1980, 5,631, or 9.7 percent went to women. In 1978, 1.6 percent of engineers in the U.S. were women, a dramatic increase of 22 percent from 1974, when women made up only 0.5 percent of engineers in the country. The report, "Women in Engineering," appears in a special issue of *Engineering Manpower Bulletin* (No. 52, April 1981) available at $5 from AAES Publications Dept. at the above address.

Rx: Women in Pharmacy

Women in Pharmacy, the final report of the American Pharmaceutical Association's Task Force on Women in Pharmacy, discusses the status of women pharmacists within the profession; the image of women pharmacists held by the public and other health care professionals; practice patterns; career commitment; educational needs of women pharmacists; the influence of women pharmacists in determining practice standards through organizational involvement; and expanded horizons for women in the field. A number of appendices are attached, including a fact sheet on career opportunities in the pharmaceutical industry. Copies of the 75-page book are available at $15 postpaid from the Order Dept., American Pharmaceutical Association, 2215 Constitution Ave., NW, Washington, DC 20037.

Programs Support Women's Entry/Re-entry into Nontraditional Fields

An increasing number of programs are being made available to women to develop or increase their skills in the fields of science and mathematics, as well as in technology. Some examples, which may serve as models for other institutions, follow.

At HARVARD UNIVERSITY (MA), high school juniors and seniors were given an opportunity to study and live on campus for eight weeks during the summer in order to develop skills in science and mathematics while exploring possible college majors and careers. The students visited laboratories and industries in the Greater Boston area, met with practicing women scientists, and studied and lived with Radcliffe undergraduates majoring in science, who served as proctors and teaching assistants.

The UNIVERSITY OF CALIFORNIA AT SANTA BARBARA has launched a pilot program to help re-entry women with little or no technical background to develop computer skills. In the continuing education program, financed by the National Science Foundation (NSF), 50 women are pursuing a one-month "short course" of daily lectures, followed by ten months of weekly "hands on" instruction in the university's microcomputer laboratory. Among the program's objectives are preparing women for positions requiring skills in programming, financial analysis, word and data processing, and automated file management, as well as paving the way for them to continue their education by providing them with both skills and confidence.

A similar project is underway at the UNIVERSITY OF DENVER's (CO) Mathematics and Computer Science Department, which has designed a program to teach new marketable skills to women with undergraduate degrees in biological, physical, medical or the social sciences, who have been unable to use their academic training to full advantage. The women may be currently unemployed or underemployed. This re-entry program is also funded by NSF.

Other schools offer counseling and career support services for women entering or re-entering scientific and technical fields. One such program is sponsored by the office of the Women in Science and Engineering (WISE) Advisory Board of the UNIVERSITY OF ARIZONA. The Board, made up of university and community representatives, works with various units of the university to provide information and counseling support to women interested in pursuing careers in science and engineering. Sponsoring workshops as well as brown bag seminars on topics in those fields, WISE also offers information on financial aid, and referral to university or community resources, including professional and academic women scientists and engineers in the Tucson area. To be placed on the mailing list to receive the WISE newsletter, write to: WISE Center, University of Arizona, Modern Language Building 263, Tucson, AZ 85721. Bulk copies of the newsletter are available for a small fee.

At CABRILLO COLLEGE (CA), support services for women at the college's Career Center offer free counseling through which women can explore a wide range of employment opportunities, including apprenticeships, and then formulate career plans. Referrals are made to the college's occupational programs, some of which have hired additional teaching assistants to help both women and men.

Re-entry Programs Offered in Computer Science and Engineering

Two re-entry programs for women interested in retraining for computer science and engineering professions are being offered by BOSTON UNIVERSITY (MA) and THE UNIVERSITY OF TEXAS AT AUSTIN. The Late Entry Accelerated Program (LEAP) at BOSTON UNIVERSITY is a two-year graduate program which began in May 1981. Designed for women with degrees in physics, chemistry, math or engineering wishing to retrain in computer science or a related engineering field, the course will culminate in graduation in May 1983 with participants earning masters' degrees in either computer science, computer engineering, or systems engineering. The program includes comprehensive career, placement, personal and financial aid counseling as well as need-based scholarships. For further information on the program, contact Sonia Parker, Boston University College of Engineering, 110 Cummington St., Boston, MA 02215.

The Texas program, an intensive 12-week course in computer science training is designed for women who have degrees in natural or social sciences, but who are not employed in their field of training. Further information on the course is available from Dr. Nell Dale, Dept. of Computer Sciences, University of Texas at Austin, Austin, TX 78712.

Women in Science Workshops at Western Michigan University

A workshop on *Women in Science*, co-sponsored by the Center for Women's Services and the Division of Continuing Education of WESTERN MICHIGAN UNIVERSITY and the National Science Foundation, was designed to provide women with information on the nature of change, advice on career planning, and opportunities for networking. Over 200 women with backgrounds in biomedicine, biological sciences, mathematics and computer sciences, engineering, occupational therapy, physical sciences, and social and behavioral sciences discussed recent changes in their fields with professional women. Other sessions involved identifying problems and solutions regarding educational planning, balancing work and family, minimizing the effects of career breaks and psychological barriers, seeking employment, interviewing, alternative work patterns, continuing education, career advancement and changing careers. Conference participants also wrote action plans, listing their next steps and the people, materials and services they would need. For further information, write the Center for Women's Services, Ellsworth Hall, Western Michigan University, Kalamazoo, MI 49008.

Directory of Non-Traditional Workers

Women in construction and male secretaries know what it is to be the "first" and "only." Such pioneers in fields which previously excluded members of their sex are listed in *The New Mexico Directory of Non-Traditional Workers*. These people are available to speak to groups, participate in career day activities, and help young people to develop new approaches toward work. Developed by Janice B. Hightower, State Coordinator for Vocational Sex Equity, with the Commission on the Status of Women and the New Mexico Employment Security Department, the *Directory* may serve as a model for agencies in other states. Copies are available free while supplies last from Ms. Hightower, Voc. Ed. Div., NM Dept. of Education, 300 Don Gaspar, Santa Fe, NM 87503.

(continued from page 6)

Equity Office of the Wisconsin Department of Public Instruction, includes sections on American Indian women, Hispanic women, Asian-American women, black women and white women. The final two sections include suggestions for integrating minority women into the classroom, and a number of bibliographies on minority women. Edited by Toni Costantino, single copies of the 262-page publication may be obtained free while supplies last from Margaret Powell, Wisconsin Department of Public Instruction, P.O. Box 7841, Madison, WI 53707.

New Guide to Identify Achievements in American Indian and Alaska Native Women

A national campaign has recently been launched by the Ohoyo Resource Center to identify significant Indian women. The information about them will be published in a *1982 Resource Guide of American Indian-Alaska Native Women.* This volume will update the 1980 edition of the *Resource Guide,* which identified 630 outstanding contemporary Indian women representing 135 tribal affiliations, 40 states and 82 professional fields. The *Guide,* funded by the Women's Educational Equity Act, is designed to increase recognition of Indian women's contributions, enhance their recruitment in public-private sectors, further their participation in conferences through identification of speakers and resource persons, heighten Indian presence in women's studies programs, and increase the selection of Indian women for appointments to boards and commissions.

For further information, write to the Ohoyo Resource Center, 2301 Midwestern Parkway, Suite 214, Wichita Falls, TX 76308.

Call for Papers: Special Issue on Hispanic Women

The Hispanic Journal of Behavior Sciences is planning a special issue on women to include research studies, theoretical and methodological papers that cover the major areas of concern to Hispanic females in the United States and Latin America. Interested authors should send manuscripts to Oliva M. Espin, Ph.D., Counseling Psychology Program, School of Education, 765 Commonwealth Ave., Boston, MA 02215. Deadline for submission is March 15, 1982.

ON THE CAMPUS

Women: Getting Ahead by Degrees

As enrollment of women increases at every level of postsecondary education, statistics on the rising number of degrees for women come as no surprise. Among them:

- In 1979, women earned almost half of all degrees awarded at the bachelor's and master's level, 14 percent of doctorates, and slightly over a quarter of first-professional degrees (e.g., medicine, law).
- The years 1971-1979 show a 101 percent jump in the number of women earning doctoral degrees, with women dominating the fields of foreign languages, home economics and library science.
- The same years show a 558 percent increase in the number of professional degree candidates, with law and medicine accounting for 83 percent of first-professional degrees granted to women in 1979.

Women made up over half of the 11.7 million college students in the fall of 1980, as contrasted with 41 percent of the 8.6 million students registered in 1971—representing a 35 percent rise in overall enrollment, but a 67 percent gain in the enrollment of women. Graduate enrollment of women jumped from 38.9 percent in 1971 to 46.1 percent in 1979.

The data are reported in *Degrees to Women: 1979 Update,* by the National Center for Education Statistics (NCES). Single copies of the report are available free from: Statistical Information Office, NCES, Presidential Building, 400 Maryland Ave., SW, Washington, DC 20202.

Does Your Institution Provide Sex Equity? Here's How to Find Out

An extensive new guide to help institutions evaluate sex equity on their campus has been developed by the American Institutes for Research. The *Guide* covers a wide range of practices and behaviors—subtle and overt; individual and institutional; intentional and unintentional; and formal and informal. Some of the practices and behaviors have legal implications; others do not.

Arranged in easy-to-use checklist form, *The Institutional Self-Study Guide* encompasses conditions, policies and practices affecting sex equity for students, faculty, administrators and staff. The final section examines the social-educational climate for all members of the academic community.

The *Guide* was funded by the Carnegie Corporation of New York, with additional funds for dissemination from The Fund for the Improvement of Postsecondary Education (FIPSE). Bernice R. Sandler, Director of the Project on the Status and Education of Women, chaired the advisory panel for the Guide.

The Guide is available from the Project for $10. Send check payable to AAC/PSEW, 1818 R St., NW, Washington, DC 20009. A technical manual describing methodology and the results of field tests in 20 colleges and universities is also available at $10 from the American Institutes of Research, 1055 Thomas Jefferson St., NW, Washington, DC 20007.

Students' Career Aspirations Forecast Continued Sex Segregation in the Marketplace

A study comparing career aspirations of undergraduates at six institutions by sex, race, and college setting found the majority of women continuing to choose fields of study considered "womanly," which in turn confines them in "womanly" occupations, many of which hold severely limited employment opportunities. Despite a dramatic increase in the proportion of women entering law, medicine, dentistry, and veterinary medicine, most women are still selecting traditional fields of study. The study explored possible differences between women and men in coeducational institutions, and between women in coeducational and in single-sex colleges, regarding future plans, choice of major, expected income, and reported self-confidence.

Between the sexes, the most striking difference was that women were significantly more likely than men to include marriage and family in response to questions about future plans.

Women in coeducational institutions were more likely to choose a social science major than their counterparts in single sex schools. Members of the latter group were significantly more likely to report themselves satisfied with college, as well as with their choice of major. The greatest difference between the two groups was in their use of the career counseling center, a resource of which women at women's colleges were far more like-

ly to have taken advantage than were coeds.

The university women chose a wider range of majors than those at other institutions, but had lower income expectations in comparison with those of their male classmates. The author suggests that "what is needed is to understand why men are more sure of themselves than women are."

The study, "Antecedents of Sex Segregation at Work: Students' Career Aspirations," by Jennie Farley, appeared in the May 1981 *Journal of College Student Personnel.*

Protests Save Women's Programs

A deluge of letters and telephone calls to the UNIVERSITY OF PITTSBURGH's (PA) central administration, together with petitions from the public and the university community, helped avert the demise of the university's Office of Continuing Education for Women and the Women's Center. Both had been notified that their funds would be cut off on June 30, 1981 because of budget constraints. Following the protests, funds were allocated to permit them each to continue business as usual during this next academic year. Because the university's support for the Women's Center cannot be continued beyond fiscal year 1982, the Chancellor has instructed the center to work in conjunction with the provost's office in developing new sources of funding.

Psychology Graduate Programs with Interest in Women Listed

Looking for a graduate school where faculty members are involved in research on the psychology of women? Want the opportunity to explore feminist models of therapy? Hundreds of faculty members are involved in developmental, adolescent, life span psychology, social psychology, physiological, cognitive, community, and clinical psychology with special interests in the psychology of women. A partial list of psychology departments and faculty where these options are available may be obtained from Nancy Russo, Women's Program Office, The American Psychological Association, 1200 17th St., NW, Washington, DC 20036. The list could be used as a model to be developed by other women's caucuses and committees.

Celebration of Women in Texas: An Historical Exhibit

Texas Women: A Celebration of History opened in May 1981 at the UNIVERSITY OF TEXAS, Institute of Texan Cultures in San Antonio. Opening activities at the exhibit, which was sponsored by the Texas Women's History Project, featured a luncheon with Liz Carpenter as keynote speaker, guided tours, and a reception. For more information on the exhibit, which may serve as a model for other institutions, contact Melissa Hield, Texas Women's History Project, Box 4800, Austin, TX 78765.

A Male Minority

A lone white male in a group of minority students honored for academic excellence and leadership? Nursing student Larry Hepner recently filled that role at GEORGE MASON UNIVERSITY (VA) when 10 "minority" students received special awards. Within nursing, men are treated as a minority, making up only about two percent of nurses, explained a nursing professor and member of the nursing department's affirmative action committee, which granted the awards. Hepner was the only male among the group receiving the awards.

Women Health Care Services: Where to Draw the Line?

Following the circulation of petitions on the campus of PRINCETON UNIVERSITY (NJ) last spring by both pro-choice and anti-abortion groups, and a proposal by the anti-abortion students that abortion coverage under the university's mandatory health insurance be made separate and voluntary, the university is now re-evaluating its policy. The plan has been paying for about 40 abortions a year.

Elsewhere, according to a study by the *Chronicle of Higher Education,* 58.7 percent of institutions surveyed provide abortion referral for their female students, 32.7 percent provide contraceptive devices, and 67.3 percent provide overall gynecological services.

Sexist Display Permitted—All in the Name of Art

Women students (and some male students as well) at the UNIVERSITY OF WISCONSIN AT MADISON protested a display by the Art Department of a book of lithographs and verse by a graduate student depicting violent sexual acts. The students claimed the book was not only obscene but also demeaning. The Art Department, nonetheless, upheld the student's right to display his exhibit.

WOMEN'S STUDIES

Women's Studies Programs and Centers for Research on Women Listing Available

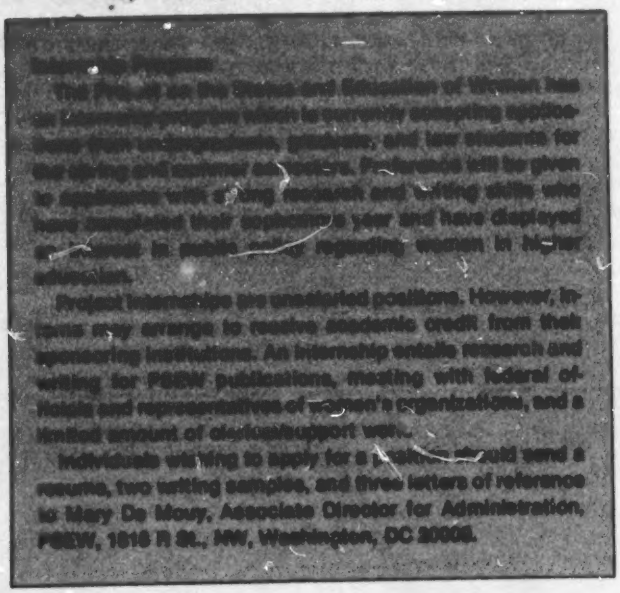
The *Women's Studies Program List,* with over 300 entries, and the annotated listing of 22 *Centers for Research on Women,* prepared in cooperation with Mariam Chamberlain of The Ford Foundation, are now combined in a single format. The Women's Studies Program List was compiled in 1981 by Elaine Reuben, formerly National Coordinator of the National Women's Studies Association (NWSA) and Florence Howe, Editor of the *Women's Studies Quarterly.* Copies are available at $1.50 by sending check or money order to either the NWSA, University of Maryland, College Park, MD 20742 or to WSQ, The Feminist Press, Box 334, Old Westbury, NY 11568.

Women's Studies Day in Colorado: A Rocky Mountain High

Open classrooms at the UNIVERSITY OF COLORADO AT COLORADO SPRINGS; information booths, performances of feminist music and other special events at the UNIVERSITY OF NORTHERN COLORADO; an open house at LORETTO HEIGHTS COLLEGE (CO); and special lectures at COLORADO STATE UNIVERSITY were some of the highlights marking Women's Studies Day in Colorado last November. A special student exchange program was also initiated at Boulder. Entitled "Student to Student," the program placed women's studies students as guest lecturers in local educational settings (both public and private) including elementary and secondary schools, thus linking the university with the community in celebrating Women's Studies Day, and focusing on resources available to the community through the Women's Studies Program. For further information, write: Women's Studies Program, University of Colorado, Boulder, CO 80309.

Program in American Women's History at Wisconsin

A new graduate program in American women's history is being offered at both the M.A. and Ph.D. levels through the University of Wisconsin's History Department. Students in the program will gain knowledge in at least two fields of women's history, general knowledge in traditional U.S. history, and the techniques and methodology of comparative history. The additional option of combining a degree in Women's History with a minor in the History of Medicine is also available. For further information, write to Chair, Dept. of History, 3211 Humanities Building, Univ. of Wisconsin/Madison, Madison, WI 53706.



AWARDS AND GRANTS

Ruth Strang Research Award Competition

The Ruth Strang Research Award, an award of $500 (and which also includes the possibility of manuscript publication), is offered each year by the National Association for Women Deans, Administrators and Counselors. Because of the diversity of membership in the Association, which includes administrators, faculty members and counselors at every level of education, a broad range of topics is considered. Original, unpublished manuscripts which are historical, philosophical, experimental, evaluative or descriptive in nature may be submitted by any individual. Preference in judging, however, will be given to emerging professionals and students. Manuscripts must reach the Chair of the Committee on or before January 1, 1982 and must be accompanied by the author's professional resume. For further information, write: Carolyn J. Wood, Chair, Ruth Strang Research Award Committee, Dept. of Educational Administration, College of Education, Univ. of New Mexico, Albuquerque, NM 87131.

Wanted: Entries for Curriculum Materials Award

Women Educators announces the third annual "Curriculum Materials Award," to be presented at the annual meeting of the American Educational Research Association in New York City, March 19-23, 1982. Those interested should send one copy of materials relating to women that have been developed for use in educational settings to: Mary Harris and Nancy Smith, Curriculum Award, *Women Educators*, Department of Curriculum and Instruction, Kansas State University, Manhattan, KS 66506. A one-page description of how the materials relate to sexism, sex-role stereotyping, and the image of women and girls should be included. Entries must be postmarked by December 15, 1981.

Grant for Research on Women and Social Change

For continuing research on social and cultural values in shaping women's lives, the SMITH COLLEGE (MA) Project on Women and Social Change has received a $325,000 grant from the Mellon Foundation. Scholars from a wide range of disciplines have been brought together in the project to collaborate on research projects ranging from women in anarchist collectives during the Spanish Civil War to the effects of social change on Andean women. Members of the project lead seminars, conferences, and teach undergraduate courses, and involve students in summer research projects on the structure of social change in women's lives. The project may serve as a model for smaller-scale activities at other institutions. For further information, write Susan McIntosh, Project on Women and Social Change, Lilly Hall 106, Smith College, Northhampton, MA 01063.

RESOURCES

Who Says Women Don't Have a Sense of Humor?

Pulling Our Own Strings: Feminist Humor and Satire pokes fun at some of the features that come standard with being a woman in contemporary society. Sections on marriage ("Here Comes the Bridle"), physical characteristics ("We Measured 56-480-47-277-30-19, And Now We Measure More"), and "gender" issues ("S/He-It") are interspersed with others which include cartoons and selections from Nora Ephron, Gloria Steinem, Flo Kennedy, Claire Bretecher, G.B. Trudeau, Rita Mae Brown, Marilyn French, and Jules Feiffer. If not found in bookstores, the 192-page oversize paperback can be ordered at $7.95 prepaid plus $1.50 postage and handling from Indiana Univ. Press, 10th and Morton Streets, Bloomington, IN 47405. MasterCard and Visa may be used. Multiple copies and rates are available. (P.S. The Staff of the Project enjoyed this book enormously.)

Professional Women's Groups Listed

A listing of over 100 *Professional Women's Groups* compiled by the American Association of University Women (AAUW) and published in May 1981, is available at $1 per copy from the AAUW Program Dept., 2401 Virginia Ave., NW, Washington, DC 20037, Attn: Emily S. Doherty, Asst. to the Director. The list may be reproduced in whole or in part without permission, provided credit is given to the AAUW. The 12-page booklet lists organizations as well as committees and caucuses in their professional and educational associations.

Women's History Week

Women's History Week, first observed in Sonoma County, California, in 1978, will be officially declared by Congress for March 7-13 in 1982. Over 24 states are expected to again proclaim Women's History Week as a continuing public reminder of the significance of women as makers of history.

The National Women's History Week Project (NWHWP) has developed and produced a number of items to help celebrate the occasion. Their *Organizing Guide* includes sample letters, press releases, forms and proclamations, and an effective timeline keyed to the guide's activities. Specific activities for commemorating women's history are reported by organizers from across the country. The approximately 50-page guide is available at $4.50, as well as posters, T-shirts, and buttons, from NWHWP, P.O. Box 3716, Santa Rosa, CA 95402.

New Comprehensive Guide to New England Women's Centers

Women's Centers in New England: An Annotated Directory published by the Women's Action Alliance, Inc., provides up-to-date information on the services, programs, publications, resources, and special facilities of women's centers. It also includes campus-based centers which serve community women. Copies are $5.50 each, from the Women's Action Alliance, 370 Lexington Ave., New York, NY 10017.

Lend A Hand, Become A Project Associate*

When the Project began in 1971, we mailed publications to barely a thousand people. Today our mailings go to 17,000 key persons in higher education. We answer about 600 inquiries each week. We have published more than 100 original papers on all aspects of women's participation in education—from affirmative action to the prevention of rape on campus. The Project also plays another role—we speak out for both women and institutions against bureaucratic doubletalk and delay. We prod the federal bureaucracy to produce regulations which are not onerous or disruptive.

Just as our outreach has grown, so has the financial burden outgrown our sources of funding. Due to the rising costs of inflation, after the Spring 1982 mailing the Project will no longer be able to provide the newsletter free-of-charge. Subscription to the newsletter (the cost of which is still being decided) will begin with the Summer 1982 mailing. However, we still need you to join in our work by becoming an Associate of the Project. Your contribution of $30 or more between now and June 1982 will entitle you to a free one-year (1982-83) subscription to the newsletter, and the occasional topical papers which accompany it in the mailing.

The Association of American Colleges is a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Code.

Checks should be made payable to **AAC/PSEW.**

*The Project extends special thanks to all who have contributed to our efforts thus far.

YES, I want to help women achieve true equality in higher education. I want to become an Associate of the Project and receive a free, one-year subscription (see above). I enclose my contribution of: ☐ $30 ☐ $50 ☐ $100 ☐ Other $_____

ON THE MOVE? WISH TO RECEIVE OUR MATERIALS?

Did you know that the Post Office does not forward third class mail? When your address changes *OCWW* cannot follow unless you give us notice. If you have moved recently, or wish to be on the Project's mailing list until Spring 1982, please fill out this form carefully, and check the appropriate box. Don't forget to include the information relating to your organizational affiliations and/or special interests relating to women in education. For example, it would be helpful to us to know that you are not only an academic dean but also the campus Title IX coordinator and an active member of the League of Women Voters.

Finally, please let us know how you use our materials and how we can better meet your needs.

Return form to:

PSEW
Association of American Colleges
1818 R St., NW
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